

## JONESVILLE ELEMENTARY

514 Alman Street  
Jonesville, South Carolina 29353

**GRADES** K-6 Elementary School

**ENROLLMENT** 426 Students

**PRINCIPAL** Janet Scott 864-674-5518

**SUPERINTENDENT** Thomas White 864-429-1740

**BOARD CHAIR** Jane Hammett 864-427-7081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	46	54	3	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

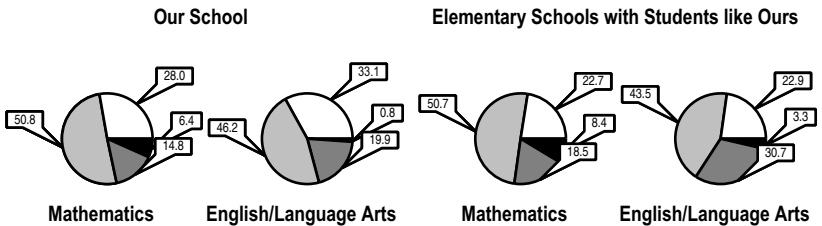
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	247	100.0	33.1	46.2	19.9	0.8	32.6	Yes	Yes
<b>Gender</b>									
Male	122	100.0	39.5	44.5	15.1	0.8	27.7		
Female	125	100.0	26.5	47.9	24.8	0.9	37.6		
<b>Racial/Ethnic Group</b>									
White	143	100.0	26.5	44.9	27.2	1.5	41.2	Yes	Yes
African-American	101	100.0	43.3	48.5	8.2	0.0	19.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	197	100.0	23.9	50.5	24.5	1.1	38.8		
Disabled	50	100.0	68.8	29.2	2.1	0.0	8.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	100.0	33.1	46.2	19.9	0.8	32.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	247	100.0	33.1	46.2	19.9	0.8	32.6		
<b>Socio-Economic Status</b>									
Subsidized meals	166	100.0	42.0	45.2	12.7	0.0	23.6	Yes	Yes
Full-pay meals	81	100.0	15.2	48.1	34.2	2.5	50.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	247	100.0	28.0	50.8	14.8	6.4	36.4	Yes	Yes
<b>Gender</b>									
Male	122	100.0	29.4	50.4	11.8	8.4	31.1		
Female	125	100.0	26.5	51.3	17.9	4.3	41.9		
<b>Racial/Ethnic Group</b>									
White	143	100.0	23.5	50.0	18.4	8.1	44.1	Yes	Yes
African-American	101	100.0	35.1	51.5	10.3	3.1	25.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	197	100.0	17.6	55.9	18.6	8.0	44.7		
Disabled	50	100.0	68.8	31.3	0.0	0.0	4.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	247	100.0	28.0	50.8	14.8	6.4	36.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	247	100.0	28.0	50.8	14.8	6.4	36.4		
<b>Socio-Economic Status</b>									
Subsidized meals	166	100.0	33.8	51.6	10.8	3.8	26.8	Yes	Yes
Full-pay meals	81	100.0	16.5	49.4	22.8	11.4	55.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	71	100.0	23.2	49.3	24.6	2.9	27.5
	<b>Grade 4</b>	58	98.3	38.5	44.2	17.3	N/A	17.3
	<b>Grade 5</b>	62	100.0	47.5	44.1	8.5	N/A	8.5
	<b>Grade 6</b>	59	100.0	44.6	37.5	16.1	1.8	17.9
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	55	100.0	18.5	50.0	31.5	N/A	31.5
	<b>Grade 4</b>	70	100.0	34.8	39.1	26.1	N/A	26.1
	<b>Grade 5</b>	59	100.0	29.8	56.1	14.0	N/A	14.0
	<b>Grade 6</b>	63	100.0	46.8	41.9	8.1	3.2	11.3
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	71	100.0	17.4	58.0	21.7	2.9	24.6
	<b>Grade 4</b>	58	100.0	35.8	41.5	17.0	5.7	22.6
	<b>Grade 5</b>	62	100.0	32.2	59.3	6.8	1.7	8.5
	<b>Grade 6</b>	59	100.0	39.3	39.3	16.1	5.4	21.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	55	100.0	22.2	72.2	5.6	N/A	5.6
	<b>Grade 4</b>	70	100.0	29.0	53.6	14.5	2.9	17.4
	<b>Grade 5</b>	59	100.0	29.8	40.4	17.5	12.3	29.8
	<b>Grade 6</b>	63	100.0	29.0	40.3	21.0	9.7	30.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 426)				
First graders who attended full-day kindergarten	63.6%	N/C	100.0%	100.0%
Retention rate	1.5%	N/A	3.2%	2.7%
Attendance rate	96.6%	Up from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.3%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		3.7%	3.5%
Eligible for gifted and talented	14.9%	Up from 11.5%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Down from 14.5%	9.5%	8.2%
Older than usual for grade	0.5%	Up from 0.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Down from 64.7%	48.3%	51.4%
Continuing contract teachers	84.8%	Down from 85.3%	87.5%	87.5%
Highly qualified teachers**	96.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 83.4%	86.5%	86.7%
Teacher attendance rate	94.0%	Down from 95.4%	94.5%	94.9%
Average teacher salary	\$40,739	Up 5.6%	\$40,118	\$40,760
Prof. development days/teacher	18.3 days	Up from 16.7 days	13.0 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 11.5 to 1	18.8 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 90.5%	89.2%	90.0%
Dollars spent per pupil*	\$5,327	Up 21.5%	\$5,824	\$6,044
Percent of expenditures for teacher salaries*	60.6%	Down from 66.7%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.1%	Down from 96.8%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

School Mission Statement: The faculty and staff of Jonesville Elementary believe that all children are our business. We believe that our school's purpose is to educate students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students so they can attain their maximum educational potential.

"What A Wonderful World" was selected as the school theme for the 2003-04 school year. We used the lyrics of this well-known song to bring us together as a faculty and a school.

This was an exciting year for us at JES in which we continued to embrace the research-based best practices of our SC READS grant. Implementation of teaching strategies in reading and writing strengthened our instructional program. More than two-thirds of the faculty participated in year-long study groups. Many teachers also took advantage of opportunities to improve their skills in technology. A writing consultant visited monthly in the classrooms and an instructional audit helped us to better assess our teaching strengths. Our grade level teams met weekly to maintain good communication and improve instructional planning.

Jonesville students showed strong writing ability at all grade levels on the state testing. Our PACT scores for grades 3-6 once again earned Jonesville Elementary an Average rating. We continue to show high readiness scores for our incoming first graders. We benchmark tested students twice during the year in reading, language, mathematics and science with MAPS online assessments. Parent support of the school was at nearly 100% with families communicating regularly with teachers and attending parent conferences. Our Family Literacy center served nearly 40 Jonesville families. We offered tutoring after school for students in grades 1-6, beginning in October. Students had the opportunity to participate in any of 4 after-school clubs this year. Milliken Cedar Hill plant, our business partner, provided nearly a dozen tutors for students throughout the year.

Many activities brought our families into the building including: September's Open House, the Fall Festival, Dining with Dads, Grandparents' Lunch, Mom & Me Lunch, book fairs, storytellers, the Christmas play; Family Reading and Writing Night; Math and Science Night; Field Day, PTO meetings, parent workshops, and conferences in the fall and spring.

Jonesville Elementary School is truly a community school that continues to cherish its rich heritage, to focus on the goals of the present and to commit to future challenges.

Jan Scott, Principal

Stacy Parker, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	57	37
Percent satisfied with learning environment	90.0%	67.3%	62.2%
Percent satisfied with social and physical environment	93.1%	71.4%	64.9%
Percent satisfied with home-school relations	71.0%	83.9%	51.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.